**OUTCOMES MAP FOR WEEKS 1-10**

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| **Weeks 1-3** | **Week 1** | **Week 2** | **Week 3** |
| **OPEN Module** | **Go Be Great! A back-to-school tour of physical education.** | | |
| **Guiding Question** | ***How can I improve health and wellness for myself and others with routine physical activity?*** | | |
| Focus Outcomes  Grade 6 | **(Values: PE 6)** Describes how moving competently creates enjoyment and self-expression.  **(Responsibility: PRS 6)** Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk. | **(Values: SI 6)** Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game.  (**Responsibility: ETQ 6)** Identifies the rules and etiquette for physical activities/games and dance activities. | **(Movement: MC 6)** Creates open space to create an advantage or with a specific purpose in dance, fitness, and sport activities.  **(Fitness: PA 6)** Identifies a variety of physical activity options available in the local community. |
| Focus Outcomes  Grade 7 | **(Values: PE 7)** Explains the relationship between self-expression and lifelong enjoyment of physical activity.  **(Responsibility: PRS 7)** Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class. | **(Values: SI 7)** Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates.  **(Responsibility: ETQ 7)** Demonstrates knowledge of rules and etiquette by self-officiating modified activities or following parameters to perform or create a dance. | **(Movement: MC 7)** Closes space to create an advantage or with a specific purpose in dance, fitness, and sport activities.  **(Fitness: PA 7)** Identifies barriers to maintaining a physically active lifestyle and seeks solutions for eliminating barriers. |
| Focus Outcomes  Grade 8 | **(Values: PE 8)** Discusses ways to increase enjoyment in self-selected physical activities.  **(Responsibility: PRS 8)** Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school. | **(Values: SI 8)** Demonstrates respect for self by asking for help and helping others in various physical activities.  **(Responsibility: ETQ 8)** Applies rules and etiquette by acting as an official for modified physical activities or creating dance routines within a given set of parameters. | **(Movement: MC 8)** Analyzes movement and activity situations and makes adjustments with a specific purpose or to create a strategic advantage.  **(Fitness: PA 8)** Explains the connection between regular PA & physical, emotional, and mental health. |
| SEL Alignment Focus | **(Self-Awareness)** Develop well-grounded confidence and growth mindset. | **(Self-Management)** Maintaining self-motivation by managing emotional highs/lows to pursue personal grit. | **(Social Awareness)** Develop an inclusive & respect-centered perspective on family & community. |

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| **Weeks 4-7** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| **OPEN Module** | **Fitness on the Move with Rising New York Road Runners** | | | |
| **Guiding Question** | ***How can I use fitness running and wellness walking to make my body stronger and healthier?*** | | | |
| Focus Outcomes  Grade 6 | **(Values: PH 6)** Describes how physical activity positively impacts the body to promote good health.  **(Fitness: FK 6)** Defines each component of the FITT principle as it relates to personal fitness. | **(Movement: LS 6)** Safely & purposefully uses mature locomotor skills in rhythms/ patterns in PA environments.  **(Responsibility: PRS 6)** Identifies & uses appropriate strategies to self-reinforce positive fitness behaviors. | **(Values: PH 6)** Describes how physical activity positively impacts the body to promote good health.  **(Fitness: FK 6)** Defines each component of the FITT principle as it relates to personal fitness. | **(Values: PH 6)** Describes how physical activity positively impacts the body to promote good health.  **(Movement: MC 6)** Creates open space with a specific purpose in dance, fitness, and sport activities. |
| Focus Outcomes  Grade 7 | **(Values: PH 7)** Identifies and explains the relationship between the five components of health-related fitness and disease prevention.  **(Fitness: FK 7)** Defines Heart Rate as a way to measure activity Intensity. | **(Movement: LS 7)** Combines mature locomotor & manipulative skills dance, fitness & sport environments.  **(Responsibility: PRS 7)** Demonstrates intrinsic & extrinsic motivation by participating in PA. | **(Values: PH 7)** Identifies and explains the relationship between the five components of health-related fitness and disease prevention.  **(Fitness: FK 7)** Defines Heart Rate as a way to measure activity Intensity. | **(Values: PH 7)** Identifies & explains the relationship between health-related fitness & disease prevention.  **(Movement: MC 7)** Closes space to create an advantage or with purpose in dance, fitness, and sport activities. |
| Focus Outcomes  Grade 8 | **(Values: PH 8)** Seeks out and identifies PA options to enrich physical, emotional, and mental health for self and others.  **(Fitness: FK 8)** Describes the use of Heart Rate Zones as a way to improve or maintain personal fitness. | **(Movement: LS 8)** Combines locomotor skills with movement concepts in PA environments.  **(Responsibility: PRS 8)** Uses effective self-monitoring skills to incorporate opportunities for PA in and outside of school. | **(Values: PH 8)** Seeks out and identifies PA options to enrich physical, emotional, and mental health for self and others.  **(Fitness: FK 8)** Describes the use of Heart Rate Zones as a way to improve or maintain personal fitness. | **(Values: PH 8)** Seeks out and identifies PA options to enrich physical, emotional, & mental health for self/others.  **(Movement: MC 8)** Analyzes movement and activity situations and makes adjustments with a purpose or to create an advantage. |
| SEL Alignment Focus | **(Relationship Skills)** Develop the courage and skill to ask for help and offer support to others. | **(Responsible Decision-Making)** Develop a solution-focused mindset with consideration of self and others. | **(Self-Awareness)** Develop well-grounded confidence and growth mindset. | **(Self-Management)** Maintaining self-motivation by managing emotional highs/lows to pursue personal grit. |

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| **Weeks 8-10** | **Week 8** | **Week 9** | **Week 10** |
| **OPEN Module** | **Fitness Planning with a Purpose** | | |
| **Guiding Question** | ***How can I build a physically active lifestyle along with healthful nutrition habits?*** | | |
| Focus Outcomes  Grade 6 | **(Movement: MC 6)** Creates open space to create an advantage or with a specific purpose in dance, fitness, and sport activities.  **(Fitness: FP 6)** Maintains a physical activity log for at least two weeks and reflects on activity levels documented in the log. | **(Values: PH 6)** Describes how physical activity positively impacts the body to promote good health.  **(Fitness: NU 6)** Identifies foods from each food group that can be combined to build balanced meals. | **(Values: PE 6)** Describes how moving competently creates enjoyment and self-expression.  **(Responsibility: PRS 6)** Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk. |
| Focus Outcomes  Grade 7 | **(Movement: MC 7)** Closes space to create an advantage or with a specific purpose in dance, fitness, and sport activities.  **(Fitness: FP 7)** Designs a fitness and nutrition plan based on personal fitness goals, emotional and mental health needs and activity preferences. | **(Values: PH 7)** Identifies & explains the relationship between the 5 components of health-related fitness and disease prevention.  **(Fitness: NU 7)** Compares and contrasts the health benefits of whole foods verses processed foods. | **(Values: PE 7)** Explains the relationship between self-expression and lifelong enjoyment of physical activity.  **(Responsibility: PRS 7)** Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class. |
| Focus Outcomes  Grade 8 | **(Movement: MC 8)** Analyzes movement and activity situations and makes adjustments with a specific purpose or to create a strategic advantage.  **(Fitness: FP 8)** Seeks out and identifies fitness opportunities in the local community. | **(Values: PH 8)** Seeks out and identifies PA options to enrich physical, emotional, & mental health for self/others.  **(Fitness: NU 8)** Seeks out and makes requests for nutritious whole-food choices. | **(Values: PE 8)** Discusses ways to increase enjoyment in self-selected physical activities.  **(Responsibility: PRS 8)** Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school. |
| SEL Alignment Focus | **(Social Awareness)** Develop an inclusive & respect-centered perspective on family & community. | **(Relationship Skills)** Develop the courage and skill to ask for help and offer support to others. | **(Responsible Decision-Making)** Develop a solution-focused mindset with consideration of self and others. |

***At the end of the first 10-week period, 11 out of 16 Priority Content Strands will be addressed.***